

Nursery Curriculum Overview 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Topic	Me, My Home and my Family	What Happens When I'm Sleeping?	Dinosaurs Roar!	Old Macdonald had a Farm	Growing and Changing	The Seaside
Seasonal Topic	Autumn	Celebrations	Winter	Spring	Summer	Moving On
Communication and Language	Settling & Early Communication	Building Vocabulary & Attention	Developing Understanding & Expression	Growing Confidence in Talk	Refining Listening & Vocabulary	Reception Ready
	Listens to familiar adults in small groups with support Beginning to follow simple instructions with gestures Uses single words and 2–3 word phrases Communicates mainly about needs/interests Enjoys joining in with songs and rhymes	Listens to stories for longer periods (up to 5 minutes) Follows 2-step instructions with support Expands vocabulary linked to daily routines (snack, coat, tidy-up) Beginning to ask simple questions ("Where's mummy?") Joins in with repeated refrains in rhymes and stories	Listens in larger groups with adult support Follows simple instructions without gestures Uses longer sentences (4–6 words) Begins to describe what they see/do Starts conversations with peers	Listens and responds in small group discussions Follows 2–3 step instructions independently Retells simple events or stories using props Uses language to share ideas and negotiate in play Beginning to use descriptive vocabulary (big, fast, soft, loud)	Listens attentively for longer periods (10 minutes) Responds to 'why' and 'how' questions with growing confidence Uses longer sentences with connectives (and, because, then) Retells events in sequence (first, then, after) Enjoys imaginative talk in role play and small-world	Listens to stories and instructions with little support Understands and responds to more complex questions Retells stories/events clearly and in sequence Uses wide vocabulary to share ideas and feelings Holds conversations with adults and peers confidently
	Use lots of repetition in routines and songs Provide simple instruction games ("Can you find your coat?") Daily story time with short, repetitive texts	Story sacks, props, puppets to retell stories Provide listening games (Sound Lotto, "What can you hear?" walks) Add new vocabulary through role play (shop,	Group story times with open-ended questions ("What do you think will happen next?") Story sequencing with pictures/props Provide role-play linked	Circle times with "show and tell" Retelling favourite stories with puppets, masks, role play Outdoor provision with opportunities for	Longer stories with repeated themes (traditional tales, patterned texts) Introduce story maps to support sequencing Games like "Simon Says"	Encourage children to tell/act out stories to the group Provide small-world/story boxes for independent retelling Use open-ended projects

	Provide puppets, small-world play, and role play for expression Adults: model clear language, comment on play, repeat and expand children's words ("car" → "yes, a red car is going fast")	home corner) Sing rhymes with actions and pauses for children to join in Adults: model new words in context, extend sentences gently, use Makaton/signs if helpful	to experiences (doctor's surgery, café) Sound games (initial sounds, silly rhymes) Adults: ask open-ended questions, encourage turn-taking in conversations, narrate actions in play	storytelling (den building, journeys) Vocabulary-rich small-world play (farm, zoo, garage) Adults: model descriptive language, scaffold retelling, introduce "thinking time" before answering	for attention and memory Provide role play that encourages imaginative language (pirates, vets, builders) Adults: introduce "thinking out loud" strategies, encourage narrative building, expand ideas	("What shall we build? How will we do it?") Play memory/guessing games for listening and recall Adults: encourage back-and-forth conversation, model higher-level vocabulary, prepare for Reception "Carpet Time" style listening
Main Topic KUW	Me, My Home and my Family Talk about their family Use family photographs to learn names of immediate and extended family members. Know that there are different types of families. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Begin to make sense of their own life-story and family history Know that they have similarities & differences that connect them to, and distinguish them from,	What Happens When I'm Sleeping? Uses all their senses in hands-on exploration to learn about the world around them. Begin to show interest in different occupations. Explore light and dark - dark tent/torches Learn about some of the different animals that are nocturnal.	Dinosaurs Roar! Begin to know about the past through settings, characters and events encountered in books read at school and storytelling Recognize that dinosaurs lived a long time ago. Recognise and name a few common dinosaurs (e.g., T. rex, Triceratops, Stegosaurus). Learn that dinosaurs were different shapes and sizes (big, small, tall, short). Understand that some dinosaurs ate plants (herbivores) and some ate meat (carnivores).	Old Macdonald had a Farm Begin to understand how to care for animals. Begin to understand where our food comes from - eg bread, milk Recognise and name animals and their young found on farms in the UK Learn about features of a farm and the countryside - fields, hedges, barns, pond, woods, tractors, straw, crops....	Growing and Changing Learn how to plant a variety of seeds - flowers and vegetables Begin to understand how to care for growing plants Learn that plants need soil, water and sunlight to grow and survive Observe the lifecycles of plants and animals - butterflies/chicks, beans/sunflowers. Help to harvest, cook and eat grown fruit and vegetables Explore different habitats in our school grounds - bug hunt/ Forest School Begin to recognise and	The Seaside Remember and talk about experiences that they have enjoyed at school and home - holidays. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. holidays, picnics and days out. Learn about what we can find at the seaside in the UK Talk about sea life/under the sea/rock pools. Begin to understand the need to respect and care for the natural environment and all living things.

	others				name a variety of common invertebrates found in the garden and Forest School	
Seasonal Topic KUW	Autumn	Celebrations	Winter	Spring	Summer	Moving On
	Talk about and recognise signs of Autumn. Talk about the Harvest Festival and Diwali and how they are celebrated Can talk about some of the things they have observed such as plants, animals, natural and found objects - Autumn scavenger hunt I	Recognise and describe special times or events for their families and friends. Learn about how people celebrate Bonfire Night Talk about the Christmas Story and how it is celebrated	Talk about and recognise signs of Winter. Uses all their senses in hands-on exploration to learn about the world around them. -Explore freezing and melting Understand how we keep warm in winter.	Talk about and recognise signs of Spring Uses all their senses in hands-on exploration to learn about the world around them Can talk about some of the things they have observed such as plants, animals, natural and found objects	Talk about and recognise signs of Summer. Can talk about some of the things they have observed such as plants, animals, natural and found objects Begin to understand how to keep safe in the sun- clothing, shade, sunscreen, water etc.	Begin to use vocabulary to describe past and present (old, new, before, in the future) when reflecting on personal experiences. Remember and talk about experiences that they have enjoyed at school and home
Literacy Core Text	Lulu Loves Nursery	Bedtime for Monsters	Dinosaur Roar!	The Pig in the Pond	Jasper's Beanstalk	Penguin on Holiday
Linked Texts Focused Story Time	Once there were Giants Monkey Puzzle So Much Kofi and Grandma's Cloth Leaf Man	Whatever Next Owl Babies How to Catch a Star Emergency! Dear Santa Father Christmas Needs a Wee	Book of Dinosaurs Cave Baby Harry and the Bucketful of Dinosaurs Gruffalo's Child	Rosie's Walk Watch out for Muddy Puddles Egg Hunt (Easter Topic)	Handa's Surprise <i>by Eileen Brown</i> The Very Hungry Caterpillar Mad about Minibeasts Sun - Whatever the Weather	Look what I found at the Seaside Commotion in the Ocean Sharing a Shell Odd Fish Colour Monster Goes to school- Anna Llenas
Traditional Tales Story telling @ Forest School	3 Little Pigs	The Gingerbreadman	Mr Wolf's Pancakes	3 Billy Goats Gruff	The Little Red Hen	Little Red Riding Hood
Rhymes/Poems Log Circle time @ Forest School and end of Nursery	5 Little Monkeys Jumping on the Bed Humpty Dumpty	Wheels on the Bus Wind the Bobbin Up	Tommy Thumb Head, Shoulders, Knees and Toes	Old Macdonald Mary Mary Quite Contrary	There's a Worm at the Bottom of the Garden 5 Little Speckled Frogs	Row Row Row your Boat When I was One...

session					There was an Old Lady...	
Comprehension and Word Reading	Settling & Enjoying Stories	Building Interest & Awareness of Print	Developing Story Understanding	Growing Print Awareness	Linking Stories to Print	Reception Ready Foundations
	Listens to short stories, songs, and rhymes with support Enjoys looking at books independently (turning pages, pointing at pictures) Begins to respond to simple story events ("dog sleeping") Notices logos, familiar signs (e.g. supermarket, fast food) Recognises own belongings by symbol/photo rather than print	Joins in with repeated refrains and actions in rhymes/stories Shows recall of familiar story events with prompts Begins to answer simple "what" questions about a story Recognises first letter of own name with support Recognises own name in a familiar group (e.g. on a peg or tray) Notices environmental print (STOP sign, toilet sign)	Listens to longer stories (5–10 minutes) Talks about main story events with support Begins to predict what might happen next in familiar tales Recognises own name consistently in daily routines Shows interest in letters in environment (friends' names, labels) Matches letters in puzzles, stamps, and games	Retells simple stories using props or pictures Begins to describe characters or settings with prompts Answers "who" and "where" questions Begins to recognise own name without picture support Identifies initial letters in names (e.g. "S for Sam") Points to familiar words/logos in books or environment	Retells familiar stories in sequence (first, then, after) Begins to talk about how characters feel or why they act Responds to "why" questions about stories with support Recognises some familiar words in environment (STOP, exit, shop) Knows some letters, often from their name or friends' names Begins to say initial sounds of familiar names/objects	Listens attentively to longer stories and recalls key details Retells stories/events with beginning, middle, and end Talks confidently about characters, settings, and events Recognises own name and some familiar names in print Recognises some familiar letters and letter-sound links Shows interest in decoding (asking "What does that say?")
	Create cosy book corners with baskets of sturdy picture books Story sessions with lots of repetition and rhythm Add familiar logos in role play (shops, food packaging) Adults: comment on pictures ("The cat is sleeping"), use repeated	Use story sacks, puppets, and props for retelling Provide "story baskets" linked to familiar texts Add name labels to pegs, trays, snack mats Adults: emphasise repeated phrases, point to words when reading, use children's names in	Retell stories using sequencing cards Provide story maps for children to follow along Introduce self-registration with name cards Add alphabet puzzles, letter blocks, magnetic letters in provision	Provide small-world/story boxes for children to act out tales Use puppets and role play to explore story language Add name cards across provision for labelling Introduce sound games focusing on initial letters	Use story maps and story stones for sequencing Provide traditional tales with strong repetitive structure Environmental print hunts indoors/outdoors Add alphabet resources: letter pebbles, stencils, tracing cards	Provide opportunities for children to act out or retell stories to peers Offer books with richer vocabulary and more complex plots Daily name writing/recognition routines Label environment clearly (drawers, areas, displays)

	refrains, encourage children to point and talk about pictures	group times	Adults: ask open-ended story questions ("What do you think will happen?"), model letter sounds in context	Adults: encourage spotting letters in environment, model "This says Sam", extend vocabulary for story talk	Adults: link sounds to letters naturally ("That's b for bus"), encourage use of story language ("Once upon a time...")	Adults: support children to connect print with meaning, encourage noticing letters and sounds, prepare for Phase 2 phonics in Reception
Writing and Mark Making	Exploring Marks	Early Intentional Mark Making	Developing Control & Purpose	Linking Sounds to Marks	Early Letter Formation & Meaningful Writing	Reception Ready Foundations
	Makes random marks with large movements (scribbles, lines, circles) Enjoys using a variety of tools (crayons, chalks, paintbrushes, water brushes) Begins to say what their marks mean ("That's Mummy")	Begins to hold tools with a whole hand or emerging tripod grip Makes lines, circles, zigzags with more control Uses marks to represent ideas (lists, letters, drawings with meaning)	Holds pencil with developing tripod grip Begins to copy simple shapes (cross, circle, lines) Makes marks with meaning linked to play (maps, treasure marks, labels) Recognises/name writing emerges with support	Begins to use letter-like shapes and some recognisable letters Experiments with writing their own name (often first letter recognisable) Shows awareness that print carries meaning Enjoys pretending to write during play (tickets, lists, letters)	Uses some recognisable letters, often from own name Attempts to write labels, lists, cards with adult support Begins to understand left-to-right orientation Uses drawings with added marks to represent ideas	Writes recognisable letters, especially in own name Attempts to write some CVC words with support (e.g. cat, dog) Writes simple labels/captions with adult scaffolding Understands writing is for communication and enjoys sharing with others
	Provide large-scale mark making (floor chalk, wall painting, water on playground) Messy play for mark making (sand trays, gloop, shaving foam, finger paint) Writing materials in all areas (clipboards outside, notebooks in role play) Adults: value all marks as meaningful, comment positively ("You've made lots of circles!"), scribe children's words	Provide varied writing tools (markers, chunky pencils, paint rollers) Clipboards, envelopes, and post-its in role play (shop lists, menus, letters) Name cards to support early recognition Adults: model writing for real purposes ("I'll write a shopping list"), encourage children to "read" back their marks	Offer tracing, stencils, and shape copying activities Maps, signs, labels as invitations to write (construction site, treasure map) Daily name cards in mark-making area Adults: encourage children to attempt writing names, praise purposeful attempts, scaffold with letter modelling	Provide name writing opportunities daily (self-registration, labelling work) Writing stations across provision (tickets in travel agents, orders in café) Alphabet stamps, letter pebbles, whiteboards for practice Adults: link marks to sounds ("That's s for Sam"), model simple caption writing	Writing opportunities in small world & role play (signs, maps, menus) Provide word cards (friends' names, familiar labels) for copying Opportunities for book-making and storytelling with marks Adults: encourage letter formation gently, model sounding out ("Let's write c for cat"), celebrate attempts	Daily independent writing invitations (cards, posters, signs, shopping lists) Provide sentence starters or templates for captions Story scribing: adults write children's stories, children add marks/letters Adults: model writing sentences aloud, encourage "Have a go" writing, prepare for Phase 2 phonics in Reception

Maths White Rose Scheme of Work	To take part in finger rhymes e.g. 1,2,3,4,5 once I caught a fish alive. To develop counting like behaviour by saying some numbers in sequence. Begin to notice patterns and arrange things such as toys in patterns. To begin to compare sizes and weights using different language and gestures e.g. bigger, little, smallhigh/low or heavy.	To count in every day contexts, sometimes skipping numbers. To experiment with their own symbols to represent some numbers. To continue counting numbers up to 5. To begin to understand that the last number reached is the total number of objects (cardinal principle). To begin to show finger numbers up to 5. To talk about the patterns around them for example spotty or stripy clothes. Use informal language to talk about patterns in the environment e.g. blobs or pointy. To begin to extend simple ABAB patterns e.g. stick, leaf, stick, leaf.	To count numbers up to and beyond 5. To develop fast recognition of up to three objects (Subitising). To begin to talk about 2D shapes using informal mathematical language such as flat and round. To select shapes appropriately through play for example, using shapes with flat surfaces for a building. To begin to describe a sequence of events, real or fiction, using words such as 'first, next, then'.	To continue experimenting with their own symbols and marks as well as numerals. To recite numbers past 5 and begin to show finger numbers for numbers 1-10. To use large shapes and use them to create bigger shapes and objects for example selecting a triangle for the roof of a house and a square for the base of the house. To begin to use positional language for everyday objects for example, the bag is under the table.	To solve real world mathematical problems with numbers up to 5. To be able to recognise numerals up to 3. To begin to link numerals to the amounts for example, recognising the numeral 5 and then matching it with 5 objects. To begin to compare quantities using 'more than' and 'fewer than'. To find different ways of representing numbers using their own marks.	To recognise numerals up to 5. To continue using their mark to represent numbers, forming some numbers correctly. To use their knowledge on 2D shapes to use informal language to talk about 3D shapes. To positional language that they have previously learnt to describe a familiar route. To describe the route using words such as 'in front of' and 'behind'. To notice an error in repeating ABAB patterns.
	PSED	Settling In	Becoming Familiar	Growing in Confidence	Building Independence	Strengthening Skills
	Self-Regulation Starts to separate from carer with adult reassurance	Self-Regulation Follows daily routines with fewer reminders Begins to label feelings	Self-Regulation Expresses feelings with words, not just actions	Self-Regulation Waits short time for needs to be met Manages some	Self-Regulation Expresses needs and feelings appropriately most of the time	Self-Regulation Manages transitions calmly and confidently Solves peer conflicts with

	Beginning to manage strong feelings with comfort/support Learns basic routines (snack, tidy-up, lining up) with help Managing Self Tries washing hands and feeding self, needs support Starts to explore environment with confidence when settled Begins to make simple choices with adult guidance Building Relationships Seeks comfort from familiar adults Plays alongside others (parallel play) Starting to notice peers' play	(happy, sad) with support Starting to wait briefly for turn with adult support Managing Self Toilets with help, beginning to try more independently Manages coat with assistance Chooses activities more confidently Building Relationships Engages in short group play (e.g. small-world, role play) Begins to share with adult guidance Shows awareness of others' feelings (e.g. offers toy if upset)	Uses calming strategies suggested by adults Can cope with some transitions (e.g. outdoor to indoor) with support Managing Self Toilets more independently (may still need reminders) Puts on coat with less help Chooses from a wider range of resources confidently Building Relationships Plays with others for longer periods Takes turns with adult support Beginning to show preference for particular friends	transitions calmly with adult prompts Beginning to solve small conflicts with adult support Managing Self Toilets independently most of the time Starting to manage shoes/clothing with help Shows confidence in joining group activities Building Relationships Engages in cooperative play (e.g. building together, role play) Begins to negotiate play roles with support Expresses care/concern for others (comforts friend, shares toy)	Tries own calming/soothing strategies when upset Waits turn in small group with minimal support Managing Self Toilets independently (occasional reminder/help) Dresses/undresses with little help (coat, shoes, simple fastenings) Tries new activities with encouragement Building Relationships Plays cooperatively in groups Begins to resolve conflicts with fewer adult prompts Maintains friendships and shows loyalty	words, often independently Sustains attention and follows instructions with little support Managing Self Toilets, washes hands, manages clothing independently Dresses/undresses mostly independently Confident to take risks and try new things Building Relationships Forms strong, secure friendships Takes turns and shares without support Plays cooperatively, negotiates roles, adapts play with peers
PD Fine Motor	Early Control & Exploration	Strengthening Grip & Coordination	Developing Control	Growing Precision	Refining Strength & Dexterity	Reception Ready
	Begins to use whole hand to grasp (palmar/fist grip) Explores mark making with large movements (scribbles, circles)	Uses thumb and fingers together to hold tools (emerging tripod grip) Draws lines and circles with growing control	Increasingly uses tripod or modified tripod grip (still inconsistent) Draws shapes with more control (cross, enclosed shapes)	Holds pencils, paintbrushes, and cutlery with more control Begins to copy some letters/shapes (often from name)	Uses tripod grip more consistently (though still developing strength) Draws simple pictures with recognisable features (face, person)	Uses tripod grip confidently for mark making/writing Forms some letters (especially from own name) with control

	Stacks 2–3 blocks or large construction pieces Enjoys sensory play (sand, playdough, water) to build strength Starts to show hand preference (not consistent yet)	Builds simple towers (4–6 blocks) Begins to thread large beads with support Starts to use simple one-handed tools (spoons, chunky paintbrushes, crayons)	Builds taller towers and more complex models Beginning to use scissors with adult support (snipping) Threads large beads with less support	Uses scissors to cut along short lines with support Manipulates small objects (puzzles, tweezers, pegs) with greater accuracy Threads beads, joins construction, and uses tools (rolling pins, cutters) independently	Uses scissors to cut along curved or zig-zag lines with support Begins to use cutlery more effectively at mealtimes Completes simple jigsaws and manipulates small items with control	Cuts around shapes with scissors with growing independence Uses tools safely and independently (glue spreaders, tweezers, rolling pins, small construction pieces) Shows stamina for fine motor tasks (writing, threading, cutting, puzzles)
	Provide chunky mark-making tools (crayons, chalks, paintbrushes) Offer vertical surfaces (easel, wall chalkboard) to strengthen shoulders/wrists Daily sensory play: playdough, gloop, sand, water, rice trays Construction with large blocks (Duplo, wooden blocks) Encourage pouring and scooping in role play/home corner	Threading with large beads/laces Playdough activities: rolling, pinching, squeezing, cutting with plastic tools Introduce tweezers, tongs, peg boards for pincer grip Mark-making trays (sand, salt, shaving foam) for controlled movements Encourage self-care: using spoons, holding a cup with one hand	Provide scissors with adult support (cutting straws, playdough, strips of card) Shape tracing and drawing games Introduce smaller construction kits (Mobilo, stickle bricks) Finger gym activities (posting coins, nuts & bolts, inset puzzles) Encourage independence with coat zips, fastenings, and snack-time serving	Cutting strips of paper along straight/zigzag lines Drawing/writing in sand trays or with water & paintbrushes outdoors Provide stencils, tracing cards, and whiteboards for mark making Small-world play with fiddly objects (Playmobil, peg people, cars & garages) Encourage daily self-care (pouring drinks, peeling bananas, opening packets)	Daily name writing/mark making opportunities Cutting around curved shapes (flowers, animals) Provide real tools under supervision (child-friendly screwdrivers, hole punchers) Finger-strength games (pinching pegs onto lines, using tweezers for sorting) Cooking activities: stirring, cutting soft fruit, spreading with knives	Provide writing opportunities across all areas (labels, role-play signs, drawing maps) Offer fine construction (Lego, nuts & bolts, threading small beads) Cutting tasks with increasing challenge (pictures, patterns) Encourage independence in dressing (buttons, zips, shoes, fastenings) Finger gym challenge stations (lock boards, pipettes, droppers, elastic bands)
PD Gross Motor	Settling & Early Movement	Building Core Strength & Balance	Developing Agility & Coordination	Strengthening Coordination & Spatial Awareness	Control, Stamina & Strength	Reception Ready
	Explores climbing, running, jumping with growing confidence	Begins to run around obstacles with more control	Runs, jumps, hops with better control	Jumps off low objects safely	Jumps, hops, runs, skips with increasing fluency	Moves confidently in different ways: running, hopping, skipping,

	Beginning to stop/start with control Developing balance when walking, stepping, climbing Starts to use both hands/arms in large movements (throwing ball, waving, pushing)	Climbs up steps/ladders with confidence Starts to balance briefly on one foot with support Throws/kicks large ball with two hands/feet	Beginning to pedal trikes/bikes with fewer reminders Shows stronger spatial awareness in group movement games Starts to catch a large ball with two hands	Kicks and throws with increasing aim Begins to pedal and steer trikes/scooters independently Balances when walking along low beams or edges	Climbs confidently on larger equipment Beginning to throw, catch, kick with more accuracy Shows good spatial awareness in busy spaces	climbing, pedalling Throws, catches, kicks with accuracy and control Balances and coordinates movements independently Shows stamina for longer active play sessions
	Outdoor provision daily: climbing frames, bikes, push-along toys Large open spaces for running, chasing games Soft play mats for rolling, crawling, jumping safely Action songs (Head, Shoulders, Knees, Toes; Sleeping Bunnies) Adult support: model safe climbing, encourage risk-taking with reassurance	Obstacle courses (tunnels, stepping stones, balance beams) Ball play: rolling, kicking, throwing into large targets Bikes, trikes, scooters for pedalling/pushing strength Ring games (Duck, Duck, Goose; Ring-a-Roses) Adults scaffold: model hopping, jumping, balancing; praise persistence	Provide space for chase/tag games Small climbing equipment and slides to encourage climbing confidence Throwing/catching games with soft balls, beanbags, balloons Music & movement (parachute games, action dances) Adults: play alongside, encourage turn-taking and safe negotiation of space	Set up jumping opportunities (low benches, crates, hopscotch) Introduce target games (beanbags into hoops, bowling skittles) Create "roadways" with cones for pedalling and scooting Encourage cooperative games (follow the leader, obstacle races) Adults support: encourage risk-taking, model safe landings, help children try new challenges	Offer more challenging obstacle courses (balancing planks, rope ladders, stepping logs) Games with increasing rules (relay races, chasing games) Ball skills: rolling, bouncing, catching with a partner Yoga, stretching, dance for control & stamina Adults: encourage perseverance, extend challenges (e.g. "Can you balance for 10 seconds?")	Team games (mini football, parachute games, running races) Provide climbing challenges (frames, tyres, crates, logs) Set up outdoor circuits to build stamina (jump, crawl, run, climb, pedal) Dance and drama games encouraging expressive movement Adults: model turn-taking in team games, encourage self-challenge, prepare for Reception PE-style activities
EAD Exploring & Using Media and Materials	Early Exploration	Building Confidence with Media	Developing Control & Variety	Expanding Expression	Purposeful Creativity	Reception Ready Creativity
	Explores different sensory experiences (paint, sand, dough, water) Enjoys moving to music and action songs	Chooses from a range of tools/materials with support Explores colour mixing (paint, chalk, watercolours)	Uses a wider range of tools more purposefully (scissors, rollers, stamps)	Mixes and combines materials with purpose (paint + collage, boxes + tape) Explores sound effects and rhythm in music	Chooses tools/materials independently for own ideas Builds more complex models with increasing detail	Selects tools and media to achieve intended effect Combines media and adapts work to improve it Explores rhythm, pitch,

	Begins to explore instruments, making loud/quiet sounds Makes random marks with different tools and media Begins to join materials (glue, tape, collage)	Begins to join materials (glue, tape, collage) Starts to repeat simple rhythms with instruments	Begins to build models with blocks, boxes, junk modelling Explores repeating patterns in music and art Explores dance and movement to music	Uses instruments to accompany singing or stories Begins to choose colours/shapes for a purpose (sky is blue, sun is yellow)	Uses music/movement to express ideas (fast, slow, loud, quiet) Begins to sing familiar songs in groups with confidence	and tempo with confidence Sings and performs in groups with growing independence
	Provide daily sensory play: sand, water, playdough, finger paint Offer simple percussion instruments (shakers, drums) Use familiar action songs and rhymes with movements Provide large-scale mark making (paint rollers, chalk outdoors) Adults: model exploratory play, name tools/media, encourage "having a go"	Painting with different tools (sponges, brushes, hands) Provide collage area with glue sticks, tissue, card, fabric scraps Music area: drums, bells, tambourines, sound makers Explore simple rhythm games (clap, tap, repeat) Adults: show how to join/glue, name colours, model simple rhythms	Junk modelling table with boxes, glue, tape, scissors Provide stamping, printing, and textured rollers Explore patterns in art (dot painting, sponge printing) Movement games with music (freeze dance, copycat actions) Adults: encourage describing textures/colours, demonstrate safe scissor use, join in role-play songs and dances	Provide opportunities to mix media (paint & collage, clay & natural items) Musical story time: use instruments for sound effects (rain sticks, drums) Set up themed art stations (seasonal crafts, story characters) Encourage dance/movement using scarves, ribbons, streamers Adults: scaffold choices ("Which colour could we use for the grass?"), model mixing materials	Provide open-ended art stations with varied tools/media Construction area with recyclable materials, boxes, tape, string Introduce group singing sessions with props (song bags, puppets) Provide instruments for free exploration and group play Adults: extend children's ideas ("What else could you add to your house?"), encourage sharing creations with peers	Provide opportunities for children to plan and create longer projects (making books, models, performances) Small-world/art projects that combine media (e.g. story scene in a shoebox) Music corner with varied instruments for experimenting with tempo and volume End-of-year group performance (songs, dances, storytelling) Adults: encourage reflection ("What could we add to make it stronger/brighter?"), celebrate and display children's creations
EAD Being Imaginative	Early Pretend Play	Developing Imaginative Ideas	Building Storylines	Expressive Role Play & Performance	Creative Expression with Purpose	Reception Ready Creativity
	Begins to engage in simple pretend play based on own experiences (feeding doll, pretending to talk on phone)	Uses role play to act out simple stories (cooking, shopping, caring for baby)	Develops longer role-play episodes with peers	Creates simple storylines in play with peers Uses more complex props/scenes in	Develops imaginative play around a central theme with peers (family, journey, adventure)	Creates and sustains imaginative role play with peers independently Acts out stories or creates

	Joins in with familiar songs and rhymes using actions Uses movement/dance in free play to express excitement	Begins to invent simple storylines in play Uses instruments to represent ideas (fast drumming = running, quiet bells = sleeping) Joins in with simple group dances/games	Begins to take on different roles in pretend play Uses props imaginatively (block = phone, stick = wand) Enjoys acting out familiar stories with adult support	imaginative play Expresses self through music, movement, and storytelling Begins to perform songs/rhymes to a group with support	Acts out more complex storylines (characters, problems, endings) Sings and dances more confidently in groups Expresses feelings through imaginative play, art, music, or movement	new ones with clear characters and plots Performs songs, dances, or role play for others with confidence Uses imagination across areas (art, construction, movement, music)
	Provide familiar role-play resources (home corner, dolls, telephones, kitchen items) Sing daily action songs with props (scarves, puppets) Provide music and space for free movement/dancing Adults: join in pretend play, model imaginative actions, sing alongside children	Enrich role play with themed props (shop, café, doctor's surgery) Offer puppets, story bags, and small-world play for storytelling Provide instruments to accompany songs/stories Introduce circle movement games (Ring-a-Roses, Hokey Cokey) Adults: narrate children's play ("The baby is crying, you're giving her milk"), suggest new storylines, model story play	Themed role play areas linked to children's interests (builders, vets, fire station) Story retelling with props, masks, story sacks Provide open-ended props (cloth, boxes, tubes) to encourage imagination Drama activities (freeze frames, acting animals) Adults: extend children's storylines, encourage peer cooperation, act out stories with children	Provide small-world/story boxes for children to invent scenes Encourage "performances" for peers (singing, acting out rhymes) Add costumes, fabrics, masks to role play for characterisation Use movement/dance sessions exploring emotions (happy, sad, excited) Adults: scaffold peer role play ("Who's the doctor? Who's the patient?"), encourage storytelling through dance/music	Provide story-making prompts (pictures, props, small-world sets) Role play linked to stories or themes (fairy tales, jungle, transport) Group singing sessions with actions, props, instruments Creative dance to music with different speeds, moods, and styles Adults: encourage collaborative story-making, extend vocabulary for feelings, support confidence in group performances	Provide opportunities for children to plan and perform (mini plays, puppet shows, concerts) Set up open-ended "imagination stations" with props, fabrics, costumes Storytelling sessions where children invent endings or create new characters Celebrate creativity with group performances for peers/parents Adults: encourage reflection ("What happened in your story?"), value performance attempts, prepare for Reception-style drama and group sharing
Trips Visits/Enrichment	Black History Month Diwali	Bonfire Night 5/11 Church Visit Xmas 25/12 Dental Nurse visit	Chinese New Year Pancake Day 13/2	World Book Day Mother's Day Science Week Chicks in Class	Eid Walk to School Week Caterpillars in class	Sports Day Father's Day Eid Bunny Park Picnic

				Fairtrade Fortnight Holi Easter		Nursery Graduation
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